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Upward Bound at Wayne State University consists of a pre-college program at Mercy College, The University of Detroit, and Wayne State, followed by continuing involvement with the students during their first year in college. Funding, staff, philosophy of the staff, and philosophy of the program are discussed. In choosing staff members, quality rather than credentials is stressed. The main goal is to assist the individual in building a positive concept of self and therefore respect for self. Methods of student recruitment are discussed, those students admitted demonstrate some indication of college potential but are judged unable to attempt college without this program. The summer program, including the "bridge" summer between high school and college is explained, with a list of specific activities included. The follow-up during the freshman year in college is discussed, with an explanation of study centers and their function. Evaluation of the program shows that the vast majority go on to college from Upward Bound for the first year, and 76% return for a sophomore year. Hopefully secondary schools and colleges will begin to implement some aspects of this program to benefit all students. A list of recommendations concludes this report. (CJ)

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UPWARD BOUND IN ACTION AT W.S.U.*

It is a privilege to be one of the two Upward Bound programs represented on this panel as there are nearly 300 programs in the United States and its territories. Each one is unique and has its own strengths and weaknesses and I am proud to say we have, nationally, many more strengths than weaknesses.

Upward Bound has a special meaning at Wayne State University. It means things like good, success, proud, busy, for real, educational black power, action, noise and work. It is related to things like the President's office, the Dean of the College of Education, the Guidance and Counseling Department, Mercy College, the University of Detroit and the Detroit Public and private schools. It also means George, Bill, Noah, Diane, Hal, Jim, Arazelle, Walter, Jack, Mabel and many, many others. It is a personal thing, and this feeling of pride multiplies and leads us to a more outstanding program and products of the program.

The pre-college program is a consortium of Mercy College, the University of Detroit and Wayne State, the administrative institution. It is funded at the 80% level by the Office of Economic Opportunity and 20% by Wayne State University. The annual federal grant is approximately $267,000 dollars. Administratively, it functions through the Dean's office of the College of Education and the director is directly responsible to a public and academic

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* Paper presented by Delbert G. Hopkins, Wayne State University, at the April, 1969 American Personnel and Guidance Association in Las Vegas.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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advisory committee.

The full-time staff is made up of the director, a co-director and a secretary. The part-time staff averages about 50 persons during the summer phase of the program and about 30 persons during the academic year follow-up program. The major staffing areas are:

Counselors:
full-time in summer
part-time in academic year.

College and Secondary Instructors:
full-time in summer
part-time in academic year.

Community Aides:
part-time throughout total program.

College student tutors and resident advisors:
full-time in summer
part-time in academic year.

The Upward Bound program is very fortunate as Wayne State is located in the inner-city and is very involved in the educational problems of Detroit. This situation provides a large pool of skilled, aware, and interested personnel from which to draw staff. About two-thirds of our staff is male. The racial distribution of the staff has been about 60% black during the summer phase of the program and 75% black during the academic year program. The emphasis is on qualified staff members and not necessarily credentialed. If two racially different persons are equally qualified I will choose the black person since 90% of our students are black.

The basis for the program nationally is that there are thousands of 10th and 11th grade students who are economically deprived, who are bright, who

are not achieving to a level which would allow them to qualify for higher education, who are culturally different and who do not see themselves as being successful in encountering the educational maze that faces them. Upward Bound says that with support, skill and hope these students can enter higher education and can be successful.

I could read at least 12 specific goals we have developed for our summer and academic year programs, but this would be too time consuming and really each one of them should be, not only read, but discussed. In brief, our program is built around the goal of assisting the individual in building a positive concept of self and therefore respect for self. There is a major emphasis on individual and group counseling and providing sensative, secure, interested, and skilled persons for the student to relate to on a personal basis.

Before I move to the actual activities of the summer program, I would like to speak for a moment as to what students are recruited and how.

We have approximately 100 males and 50 females who enter our program at the end of their 10th and 11th grade in school. Referrals come from many sources that range from the secondary schools, community action centers, interested individuals and even the student himself. Our major referral source is the secondary school counselor. The student's family must meet the financial criteria of the Office of Economic Opportunity. We obtain from the school a transcript of grades and test scores. A member of the staff interviews the student, usually at his school, and has him complete an autobiography

at the end of the interview. All of this information is put together and if the student meets the financial criteria the next decision is whether there is an indication of college potential. As many of you may know from personal experience, test scores and grades may give you little indication as to the student's college potential. In our program, much emphasis is placed on the interviewer's subjective observations and recommendations as to whether this student can "make it" with our program's assistance. A selection committee finally decides on the students who are admitted. The accepted student is considered to demonstrate some indication of college potential but judged unable to attempt college without our program.

The Summer Program

The summer program is an action program based on developing new and broadening experiences with the student. Much emphasis is placed on building personal relationships with students, individual and group spirit, and assisting the student to develop a feeling that he <u>can</u> be successful in relation to others and that he <u>can</u> control what happens or does not happen to him.

Our students are in residence at Mercy College and the University of Detroit and they come by bus to Wayne State for their day-time classes. Evening recreational, tutorial and social programs are planned at the residence halls.

We are using a team grouping approach which has allowed us to key on the individual even more. We place approximately 40 students with three instructors and a counselor. This year our students will attend three classes in the

morning: pre-college English, reading and study skills, and an elective of their choice. In the afternoon three days a week the team will plan and carry out the activities that they feel are experiential, educational and of interest to their total team. A series of interest groups are scheduled for the two remaining afternoons along with an assembly each Friday. The students are involved in the staff orientation program to plan for the summer program.

The team approach also allows us to intensify the academic demands of the program as the student moves closer to college. The summer prior to the student entering college, the student is a member of our "Bridge Team." These students are enrolled in two college courses at the University of Detroit and the team instructional staff attends the college classes with the student. These staff members then hold class seminars to assist the student in understanding what the college instructors are saying and requiring. Last year we had 64 Bridge students attending the University of Detroit and 80% of the college courses attempted were passed with a "C" or better. Some specific summer activities have been:

1. Upward Bound Choir
2. Afro-American Club
3. Debate and Speech competition between other Upward Bound programs.
4. The video production of "Beautiful is Black"
5. Speakers such as Sargent Schriever and Governor Romney.
6. Panels including divergent speakers representing the local conservatives, liberals and militants.
7. Creative writing publications
8. Art classes and competitions.
9. Upward Bound Gazette
10. College visitations
11. Over-night camp outings.
12. A trip to Expo in 1967.

Our summer activities are really only limited by the creativity, interest and willingness of the students and staff to cooperate and get involved.

Academic Year Program

From the beginning of the program, Wayne has had an intensive academic year follow-up program which continues from September through May. Upward Bound is not "just a summer romance." It is based on the concept that many dreams have occured throughout the summer and whether or not these dreams are to become a reality will depend on the constant support and assistance of the academic year program. Here is where school achievement, peer pressure, family problems and lack of money really confront the student.

We have five study centers which are located throughout Detroit and are open from Monday through Thursday from 4:00 P.M. to 7:00 P.M. Professional tutors and college students make up the instructional staff and a professionally trained and experienced counselor is at the center three evenings a week. Individual and group counseling sessions are scheduled throughout the week.

Each student is required to attend a center for two evenings a week for a total of four hours. The student receives a scholarship allowance of $20.00 per month if he attends the center.

The major aim of the study center is to encourage, assist and support the student in developing his academic potential, skills, and success in using the schools effeciently to attain the long term goal of self development and higher education. The center also becomes a place where the students can come to interact and support themselves in relation to their problems and goals.

Another important aspect of our academic year program is our parent involvement. We employ four community aides on a part-time basis to visit the homes of our students. These aides are middle aged ladies who do not have the "professional credentials" but who are very adept at helping the parents and in providing a communication link between our program and the home. Bi-monthly parent meetings with our central staff and counselors are sponsored by the community aides.

Basically our staff is there to help the student in his growth and to deal with his problems successfully. This leads to much involvement such as school conferences, parent conferences and phone calls, contact with social workers and many other such areas in which the student and his family is involved.

How Do We Measure Success?

Myself and others who have been involved in our program could give you many examples of the very satisfying personal growth they have observed in these students. By talking with the product--the students themselves--you could best judge the success of the program. I would suggest you do this at your nearest Upward Bound program.

When the program is a pre-college program you are judged as to the number of students completing your program and going on to attend college. Wayne's program has consistantly placed 90 to 95% of its graduates in college. Of the first 150 students admitted to our program, 54 had completed the 11th grade. A year and a half later 52 of the 54 students entered college. This

is even more amazing as 20 of these graduated from high school with a "D" average, 30 graduated with a "C" average and only 4 graduated with a "B" average. 76% of this group returned for their second year of college and this is equal to the national college freshman return percentages. Mr. Charles Gordon will present and discuss our college follow-up experiences later in the program.

I see the success of our program causing colleges to take a critical look at their methods of screening out students on the basis of class and cultural background.

There are good supportive and compensatory programs being proposed and carried out in Michigan colleges because of their contact with the Upward Bound programs. Programs at Western Michigan, The University of Detroit, Eastern Michigan and Wayne State are examples of Upward Bound's influence. Another important point is that eventually all students may receive the benefit of these programs and the types of services they provide.

The secondary schools are also aware of what we are doing and are trying to profit from our experiences. We have had secondary school principals visit our program during the summer. We have had meetings with them during the academic year at which time our students and staff make comments and recommendations in relation to their experiences. There is a trend for more adequate counseling services in the Detroit schools and the Upward Bound program is one of many programs which has pressured for this. Our parents and students who have experienced quality counseling services have made demands on the

schools for these services.

Our staff members are returning to their classes in the fall and are using some of the Upward Bound techniques in their schools. Some of our staff members are also moving into power positions within the system where they can effect change.

There is a "ripple" effect. Many of our students bring their friends to the study centers and they, in turn, think and work towards college. In talking with our parents there is no doubt that the Upward Bound student becomes a hope and a role model for hi younger brothers and sisters.

Lastly, all of us should be aware of the growing division between minority groups and the main stream of society. Certainly, the Upward Bound experiment is fostering the real integration of our total society when it is educationally preparing minority youth to begin to compete equally and successfully in our higher level occupations.

Recommendations

1. It is essential that you involve and interest more than one area of your institution in the planning and carrying out of such a program. You need assistance in dealing with the power structure.

2. When planning the program and budget, use and insist on adequate and qualified, not necessarily credentialed, staffing. The staff is the key to success. If they are inadequate, you will likely give the students just another disappointment. What you are really telling the students is that they are not "good enough" and they have had enough of that.

3. Involve students who are currently members of the program and those who have completed it in the planning and ongoing evaluation of the program. When the students feel they have the right and responsibility to help in the planning of the program they will not attempt to tear it down when the problems appear. Listen to them and give them good reasons why you cannot or will not do what they recommend.

Remain flexible and evaluate often. An example of this would be a planned staff/student evaluation during the second or third week of your summer program.

4. I strongly recommend your program emphasize quality guidance and counseling services. The students we are working with have and encounter multiple problems with which they need help. The emergence of a positive self-concept will do much to carry these students through the problems they must face.

5. Plan ahead towards college placement and push for supportive compensatory educational programs at the institutions you plan to use for placement.

6. Build in a college follow-up program to keep in contact with your graduates and to continue the relationship with the receiving institutions.

7. Take full advantage of persons and programs who have had experience in this area. You can save yourself many problems and these people are usually very willing to help.